Formative Assessment Task

2nd Grade: Measurement and Data

### 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

**Learning Targets:**

* I can measure the length of any object in a given unit.
* I can find the difference in length between two objects using standard units.

### Materials:

1. Bag of premeasured items (i.e. toy racecar, blocks, paper clips, etc.)
2. Ruler
3. Response page (see below)

*This activity is designed to complete with a partner in centers.*

**Directions:**

1. Place “Mine’s longer! Or is it?” in centers with bag of premeasured items and a ruler.
2. Students will complete this assessment with a partner.

**Considerations:**

* Observe students in center area while completing this activity.
* Does the student understand that the ft. = feet and the in. = inches in the measurements?
* Is the student able to solve the word problem he/she invented?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ 2.MD.4

I pulled this out of the bag:

My partner pulled this out of the bag:

It is \_\_\_\_\_\_\_ inches long. It is \_\_\_\_\_\_\_ inches long.

Which is longest? \_\_\_\_\_\_\_\_\_\_ How much longer is it?\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ 2.MD.4

My partner pulled this out of the bag:

I pulled this out of the bag:

It is \_\_\_\_\_\_\_ inches long. It is \_\_\_\_\_\_\_ inches long.

Which is longest? \_\_\_\_\_\_\_\_\_\_ How much longer is it?\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Teacher notes:  Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  Students who demonstrate mastery accurately measure items from their bags using inches and find the difference of the lengths of the two objects.  Students who demonstrate needs improvement may accurately measure their objects but find the total of the two lengths instead of the difference. Or students who need improvement may measure with centimeters instead of inches. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |